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Lawrence College Bulletin

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THE SPIRIT *of* LAWRENCE

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APR 20 1915



THE SPIRIT OF
LAWRENCE



Foreword

***T**HIS Bulletin is written for those young people who, with their high school course completed, are pondering the question WHAT SHALL I DO NEXT? Two ways open before them: to go at once into the work of life; to go to college and get ready to work with their maximum efficiency. Do not make a mistake. Sharpen your tools before you begin to use them. Do not flash a dull blade in the sun. The battle of life is a long and a hard one and every man needs the best equipment he can get. We have written the following pages hoping to encourage the young people who may read them to change their iron into steel by casting it into the furnace of the college.*

We desire to restate in a brief way some of the essential things found in the college catalogue, and to add some material which will call attention to the spirit and life of the college as the catalogue does not do.

Shall I Go to College?

IS a college course worth while? Will it pay for a four years' investment of time and money? Has not the self-made man often outstripped the college trained man? If I accept a position now, will I not be further on in ten years than if I spent four years more in school? To all these questions we reply that the wisest thing you can do is to pack your trunk for college.

1. Professional men, literary men, business men, officials, manufacturers, captains of industry were never so unanimous in saying, "Go to College."

2. A self-made business man not long ago answered the question, Does it pay to go to college? as follows: "Anything that trains a boy to think and to think quick, pays; anything that teaches a boy to get the answer before the other fellow gets through biting his pencil, pays."

3. Whereas, the boy with a common school education has one chance in 9,000 of general recognition as a successful man in some department of human endeavor, and whereas a high school course increases this chance twenty-two times, a college course increases it over two hundred times. Hence the college pays.

4. Less than one man in five hundred in this country has a college education, and yet this small fraction of the people has produced 32% of our congressmen, 46% of our senators, 65% of our Presi-

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ALMA MATER

***H**AIL to our Alma Mater,
Cherished in truth and dear,
We are her loyal children,
A circle that widens each year.
Let us carry our colors boldly,
The modest blue and white,
Emblems of truth and our ideal,
To steadily gain more light.*

*Sweet are the days we spend here,
Strong are the ties we form;
Friendships that last forever,
And help us through sunshine and
storm.*

*Dear is the well known river,
And loved are the vine-clad walls
Mingled are pleasure and labor
In a picture each heart recalls.*

CHORUS

*Light is our Lawrence watchword
And truth which gives us light.
Bind we them for our breastplate,
And thus shall we win life's fight.*

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dents, and 73% of the judges of the Supreme court.

5. The college training gives breadth to the mind; enables its possessor to see clearly the larger things in life; tends to prune out one's idiosyncracies, affords a constant inspiration to higher ideals and nobler standards, and enables a man to render a larger and more useful service.

6. The college will make you the friend of men who will become leaders in all forms of public life during your generation.

7. The college puts a man in possession of the accumulated treasures of the human race, helps him know himself, and increases his capacity for enjoyment.



What College to Choose

YOU have decided to go to college, and the next pressing question is WHERE? It is an important question, for the friends you make and the benefits you receive depend a good deal on your reply to this question, WHERE?

There are many reasons which lead boys and girls to choose a college. Some are attracted by the size of the institution, others by its athletic victories, others its proximity, others by the fact that a friend is in attendance and others by various other superficial reasons.

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HOW TO SUCCEED

A few years back the only means
Of livelihood I had,
Was painting barns and picket fence,
Apprenticed by my Dad.

Now, in the practice of the law,
I find, to my delight,
There's much less work and much more
pay,
In painting black things white.

So if you ask me to define
Of life's success the source,
My answer to the query is
A college course, of course."



A young man once asked the president
of Oberlin College if he could not
take a shorter course. 'Oh, yes,' said
the president, 'but that depends on what
you intend to make of yourself. - When
God wants to make an oak he takes a
hundred years, but when he wants a
squash he takes only six months.'"

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On what ground should one select a college? He should choose a college with a good equipment. He does not need to go to a large school, or where there are many buildings, or great equipments, for in four years he can never use them, but he should attend a college amply equipped to do thorough under-graduate work.

He should attend a college small enough for him to become familiarly acquainted with his teachers. The best thing in college is the personal touch with superior men. A college is for this reason better than a university.

He should select a college with a high moral tone, one whose character building influences are helpful.

He should select a college that has an earnest and high minded body of students. The personnel of our Christian colleges is the best in the world, for the students largely come from our best Christian homes.

He should attend a college which while encouraging athletic and social life to a proper extent, yet lays its emphasis on its scholastic work.

He should attend a college with a good reputation, and one whose expenses are moderate rather than excessive.

WHY GO TO COLLEGE

BECAUSE

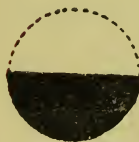
It is estimated that since the United States was founded only one man in every 750 has gone to college. Yet this small number has furnished:



17 of the 26 presidents



19 of the 27 vice-presidents



17 of the 34 persons in the Hall of Fame

Efficiency Through Development

—G. F. REYNOLDS, '98.

Words about Lawrence

History

LAURENCE COLLEGE was founded in 1847 by Amos A. Lawrence of Boston, Massachusetts. For four years it did the work of an academy, but in 1853 opened its collegiate department. Much interest was taken in the establishment of this institution, as it was expected to exert a powerful influence in building up the great Northwest whose resources were then just beginning to be realized. The governors of New York, Massachusetts, Rhode Island, and Connecticut contributed toward its endowment sums varying from \$2,000 to \$10,000. The presidents of Harvard, Yale, and Brown endorsed it, and Edward Everett prophesied that it would be "a radiating point of intellectual, moral, and religious light to unborn millions." For a number of years it had the largest student body of any institution of higher learning in Wisconsin. Over twelve thousand students have received training within its walls, and its influence in the development of the Middle Northwest has been great.

Location

The college is located one hundred miles north of Milwaukee, in the Fox River Valley, one of the richest agricultural and manufacturing sections of the Northwest.

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* LAST YEAR'S RECORD

COLLEGES like other institutions are valued by their efficiency.

One should choose a college which is proved by its fruits.

The following record of Lawrence during the past year testifies to work it is doing.

Won the State Oratorical Contest.

Won second place in Interstate Oratorical Contest.

Won State Intercollegiate Latin League Contest, taking the \$250 prize, the gold medal and the trophy cup.

Secured a chapter of Phi Beta Kappa.

Won all intercollegiate debates.

Won State Championship in football.

Won State Championship in basketball.

Won State Intercollegiate Indoor Track Meet.

Won State Intercollegiate Out-Door Meet.

Won the reputation of having the best Boys' Glee Club in the state, and some papers said "in the middle west."

*Records for present year are not complete. Won state championship in football and basket-ball.

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There is a population of over sixty thousand within a radius of ten miles of Appleton, the city itself having about seventeen thousand people. Drawing a line across the state thirty miles to the south, there is a territory lying north of it (without any other institution of higher learning) more than two thirds as large as New England, and containing a present population of more than a million.

Equipment

The college has a campus of about fourteen acres in the heart of Appleton, two blocks from the city park, and on the edge of the business section. It has also an athletic field of about four acres.

The college has the following buildings:

College Hall, a beautiful large four story building.

Stephenson Hall of Science, a modern, four story Science building.

Carnegie Library, a new and well equipped library.

Alexander Gymnasium, well equipped with apparatus.

Underwood Observatory with ten-inch telescope.

Ormsby Hall, a dormitory for women which will accommodate 140 girls.

Brokaw Hall, a dormitory for men accommodating 130 boys.

Ormsby Annex, a cottage dormitory for girls.

VALUE OF THE SMALL
COLLEGE

"THE difference between a large university and a small college is that in the large university the student goes through more college, but in the small college more college goes through the student."

—John A. Peters, LL.D., Yale, '42.



Bliss Perry states that in his experience as a professor he has noticed that the best thinkers come from the small colleges of the middle west.



Mark Hopkins, than whom America has produced no greater teacher, used to say he hoped Williams would never grow into a populous university for he was convinced the best college work can be done in institutions of less than 500 students.

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Peabody Dormitory, taking care of about 48 girls.

Smith Dormitory, accommodating 25 girls.

Peabody Hall, a stone structure with recital hall and studios for the Conservatory of Music.

Adkins Hall, a practice and studio building for the Conservatory of Music.

President's House.

Central Heating Plant.

Laboratories

The laboratory equipment is extensive for an institution of the size and character of Lawrence. The college has three chemical laboratories with eight other rooms devoted to the department of chemistry; three physical laboratories and eleven other rooms used by the department of physics; two biological laboratories, with six other rooms devoted to the work in biology; and two laboratories and three other room for the geological department. The institution owns a museum sufficiently large to crowd a room sixty by seventy feet. The college library has something over thirty-three thousand volumes, besides about ten thousand pamphlets, and is rapidly growing. The city library, located within three blocks of the campus, contains a large and valuable collection of twelve thousand volumes and is open to students.

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WHY GO TO COLLEGE?

BECAUSE

*It is estimated that only One Per cent of the
Population are College People*

But this
1 per cent



has
furnished

29 of the 51
(56 per cent)



Governors of
States and
Territories

61 of the 93
(65 per cent)



United States
Senators

272 of the 395
(68 per cent)



National
Representatives

9 of the 9
(100 per cent)



Justices of the
Supreme Court

—G. F. REYNOLDS, '98.

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Attendance

The college has an attendance in the College of Liberal Arts of about 465, with 210 in the freshman class. There are over 200 in the School of Fine Arts, the larger number being in the courses in music. The total attendance of different students is over 600. The attendance in the College of Liberal Arts has grown in twelve years from about 100 to 460.

Faculty

We have a faculty of forty-five instructors. Of these twenty-eight devote their time to the College of Liberal Arts, while some others give courses for which college credit is given. All the professors have done extensive graduate work in this country or abroad, many of them having taken their doctor's degrees at leading American universities.

Admission

Conditions: Admission is upon examination and by certificates from accredited schools. The list of accredited schools is the same as that of the University of Wisconsin and is based upon its inspection and that of the State Department of Education. The reports of the inspectors of both the State and the University are open to our inspection. No college credit is given for work done in secondary schools except upon rigid examination. Fifteen units are required for entrance. By agreement the same subjects are credited for

LAWRENCE COLLEGE



SAMUEL PLANTZ, *President*
APPLETON, WIS.

SOME FACTS

Founded in 1847.

Total endowment, including recent subscriptions and annuities, \$934,000.

Annual income, \$90,000.

\$483,000 in buildings and grounds (In 1893, \$101,000).

\$116,000 in equipment.

Fourteen college buildings, including dormitories.

Ten science laboratories.

33,000 volumes in the library.

Twenty-three departments of instruction (No preparatory department).

640 students. (In 1893, 124 college and preparatory students).

Forty-five faculty members.

Professors hold degrees from the leading universities.

On the accepted list of the General Education Board.

On the accredited list of the Carnegie Foundation.

Member of the Association of Collegiate Alumnae.

On the accepted list of German Universities.

Member of Phi Beta Kappa fraternity.

Instructed over 12,000 students.

Has over 1,100 graduates.

A large number of graduates teaching in high schools in Wisconsin.

Shows a growth in attendance and in resources each year.

Send for a Catalogue

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entrance as are credited at the University of Wisconsin. The following is the schedule of subjects; Required of all students:

Foreign Language 2 units; English 3 units; History 1 unit; Mathematics 2 units; Natural Science 1 unit; Total 9 units.

Six units must be offered from the following courses: Botany $\frac{1}{2}$ to 1 unit; Chemistry 1 unit; Civics $\frac{1}{2}$ unit; Commercial Geography $\frac{1}{2}$ unit; Drawing $\frac{1}{2}$ to 1 unit; Manual Training 1 unit; Domestic Science $\frac{1}{2}$ unit; Economics $\frac{1}{2}$ unit; English Composition 1 unit; English Literature 1 to 3 units; French 1 to 4 units; German 1 to 4 units; Greek (Grammar, Lessons and Anabasis) 2 units; Greek (Homer, Iliad) 1 unit; History 1 to 3 units; Latin (Grammar, Lessons and Caesar) 2 units; Latin (Cicero) 1 unit; Latin (Vergil and Ovid) 1 unit; Manual Training $\frac{1}{2}$ unit; Mathematics (Algebra) 1 unit; Mathematics (Advanced Algebra) $\frac{1}{2}$ unit; Mathematics (Advanced and Solid Geometry) 1 unit; Mathematics (Plane Trig.) $\frac{1}{2}$ unit; Physics 1 unit; Physiography $\frac{1}{2}$ to 1 unit; Physiology $\frac{1}{2}$ unit; Psychology $\frac{1}{2}$ unit; Theory and Art of Teaching $\frac{1}{2}$ unit; Zoölogy $\frac{1}{2}$ to 1 unit.

Curriculum Requirements

The required hours are as follows: from 16 to 24 semester hours in Ancient or Modern Languages; 12 hours in English including Rhetoric and Literature; 12 hours in Social Science and History of

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LAWRENCE COLLEGE BOYS GLEE
CLUB 1914-1915

GREEN, RAYMOND
CHAMBERLIN, WILLIAM
SMITH, HERMAN
PRESTON, DANIEL
HUNT, MARION
ZELMER, AMIL
BROWN, DE FOREST
HARDY, EDSON
LEWIS, PAUL
MOODY, JOHN
EVERT, WILLIAM
HINTON, GEORGE
AINSWORTH, ROBERT
PETERSON, ARTHUR
HOLTZ, HAROLD
H. WILLARD—Accompanist

McKEE, CARL
HARDY, RICHARD
MIX, CHASE
JOHNSON, ARTHUR
FISK, H. HOWLAND
JACOBSEN, BYRON
FORMAN, LELAND
VELTE, WALLACE
UNRUH, DAVID
ANDERSON, DAVID
HAGEN, EARL
DUNN, LAWRENCE
METCALFE, STANLEY
EDDY, WILLIAM
SHECKLER, GUY
SLITER, MILTON

JULES HOUGHTALING—Manager

CARL WATERMAN—Director



ITINERARY

Friday, March 5—Neenah
Thursday, March 11—Kaukauna
Tuesday, March 16—Menasha
Wednesday, March 17—New London
Friday, March 19—Ripon
Saturday, March 20—Beaver Dam
Sunday, March 21—Beaver Dam
Monday, March 22—Watertown
Tuesday, March 23—Oconomowoc
Wednesday, March 24—Waukesha
Thursday, March 25—Milwaukee
Friday, March 26—Kenosha
Saturday, March 27—Racine
Sunday, March 28—Racine
Monday, March 29—
Tuesday, March 30—Rockford
Wednesday, March 31—Oregon
Thursday, April 1—Evansville
Friday, April 2—Richland Center
Saturday, April 3—
Sunday, April 4—La Crosse
Monday, April 5—La Crosse
Tuesday, April 6—Tomah
Wednesday, April 7—Grand Rapids
Thursday, April 8—Stevens Point
Friday, April 9—Merrill
Saturday, April 10—Wausau
Sunday, April 11—Wausau

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which at least six must be History—students majoring in Science or Mathematics must take at least six; 14 hours in Science but students majoring in language, literature and history need elect but 8; 12 hours in Philosophy, Education and Religion; 4 hours in Physical Culture; the remaining hours are free electives with the exception that the institution has major and minor requirements which must be kept in mind. Every student must present a major in at least 24 hours in some department and a minor of at least 14 hours in some department.

Groups

The studies are arranged in two classes of groups. First, General Culture Groups including majors in Greek and Latin, majors in Modern Languages, majors in English History or Philosophy; majors in General Science, majors in Mathematics. There are also eight Pre-professional Groups in which the studies are arranged so as to furnish a basis for the subsequent studies of Law, Theology, Medicine, Engineering, Chemistry and Teaching. Students are restricted in the studies which they take by the general requirements, and by the group requirements in which the majors and minors are stated.

Subjects in Which Courses are Offered

Courses are offered in the following subjects: Art 12 courses; Greek 15 courses; Latin 8 courses in advance of the four years high school requirements; Hebrew

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ALL COLLEGE DEBATES SINCE 1909

Lake Forest—Lawrence	May 14, 1909
Won by Lawrence	
Hamline—Lawrence	April 8, 1910
Won by Lawrence	
Carleton—Lawrence	April 15, 1910
Won by Lawrence	
St. Olaf—Lawrence	March 3, 1911
Won by Lawrence	
Hamline—Lawrence	March 10, 1911
Won by Lawrence	
Albion—Lawrence	April 4, 1911
Won by Lawrence	
Hamline—Lawrence	March 8, 1912
Won by Lawrence	
Albion—Lawrence	April 3, 1912
Lost by Lawrence	
St. Olaf—Lawrence	March 7, 1913
Won by Lawrence	
Albion—Lawrence	March 12, 1913
Lost by Lawrence	
Albion—Lawrence	March 4, 1914
Won by Lawrence	
Carroll—Lawrence	April 10, 1914
Won by Lawrence	



FRESHMAN DEBATE

1913

Beloit—Lawrence	Won by Lawrence
Ripon—Lawrence	Won by Lawrence

1914

Beloit—Lawrence	Won by Lawrence
Ripon—Lawrence	Won by Lawrence

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two years; German 15 courses; French 8 courses; Spanish two years; English 34 courses; Public Speaking 8 courses; History 17 courses; Economics 9 courses; Politics 5 courses; Sociology 7 courses; Pure Mathematics 10 courses; Engineering 4 courses; Astronomy 2 courses; Physics 8 courses; Chemistry 8 courses; Geology 9 courses; Biology 9 courses; Psychology 5 courses; Philosophy 9 courses; Education 12 courses; Religion 7 courses; Bible 8 courses; Physical Education two years' work; Music 5 courses. The courses offered are 2, 3 and 5 hours courses. Several of them come on alternate years.

Graduation Requirements

The college requires 128 semester hours or 64 year hours for graduation. Twelve semester hours may be offered in advanced courses in music either instrumental or vocal. Seven semester hours can also be offered in art either painting or drawing. Four semester hours may be offered in physical culture. But in no case can the total number of hours offered in the subjects mentioned above exceed twenty semester hours or ten year hours. Students do $2\frac{1}{2}$ hours of laboratory work for one hour of credit. Forty hours are the limit of work which any person can do in any one department of study. Seventy to eighty semester hours are required of all students in specified departments, the balance being free elective.

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FOOTBALL 1914

University—Lawrence	Oct. 3, 1914
<i>Won by the University</i>	
Lake Forest—Lawrence	Oct. 10, 1914
<i>Won by Lawrence</i>	
Carroll—Lawrence	Oct. 17, 1914
<i>Won by Lawrence</i>	
Marquette—Lawrence	Oct. 31, 1914
<i>Won by Lawrence</i>	
Beloit—Lawrence	Nov. 7, 1914
<i>Won by Lawrence</i>	
Ripon—Lawrence	Nov. 14, 1914
<i>Won by Lawrence</i>	



BASKETBALL 1914

Stevens Point Normal—Lawrence...	Dec. 12, 1914
<i>Won by Lawrence</i>	
University of Wis.—Lawrence.....	Dec. 18, 1914
<i>Won by the University</i>	
Oshkosh Normal—Lawrence.....	Jan. 9, 1915
<i>Won by Lawrence</i>	
Beloit—Lawrence	Jan. 22, 1915
<i>Won by Lawrence</i>	
Lake Forest—Lawrence	Jan. 23, 1915
<i>Lost by Lawrence</i>	
Ripon—Lawrence	Jan. 29, 1915
<i>Won by Lawrence</i>	
Carroll—Lawrence	Feb. 5, 1915
<i>Won by Lawrence</i>	
Carroll—Lawrence	Feb. 12, 1915
<i>Lost by Lawrence</i>	
Oshkosh Normal—Lawrence	Feb. 19, 1915
<i>Won by Lawrence</i>	
Ripon—Lawrence	Feb. 26, 1915
<i>Won by Lawrence</i>	
Beloit/Lawrence	March 5, 1915
<i>Won by Lawrence</i>	

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Expenses

Expenses have been reduced to the lowest possible amount for the advantages offered, and cover but a minor part of the cost to the institution of the student's instruction. The regular charges per semester follow:

Tuition	\$ 3.00
Incidental fee, including library and gymnasium fees	27.00
Club ticket	2.00
Graduating fee	10.00
Examinations at other than regular times	1.00
Physics, laboratory fee	3.00
Chemistry, laboratory fee	5.00
Biology, laboratory fee	3.00
Botany, laboratory fee	3.00
Geology, laboratory fee	1.00
Mineralogy, laboratory fee	3.00
Physiology, laboratory fee	3.00
Surveying, laboratory fee	2.00
Astronomy, laboratory fee	2.00
Experimental Psychology, laboratory fee..	2.00

Living expenses vary somewhat in the different halls. Room, board, heat, light and room washing cost from \$155 to \$180 according to the accommodations. The larger figure is for suites instead of single rooms.

Self-Help

The college seeks in every way to assist students of limited means to secure an education, and is able to give employment to a few in taking care of the buildings and grounds. The number who can be thus assisted is, however, very much lim-

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*SUMMARY OF STATE TRACK
MEET*

MAY 27, 1914

Lawrence 58 $\frac{1}{8}$, Beloit 32 $\frac{1}{8}$, Ripon 21 $\frac{1}{8}$, Carroll 13

120 Yard Hurdle—Davis, Lawrence, first. Time 17 seconds.

100 Yard Dash—Bouchard, Lawrence, first. Time 10 $\frac{1}{8}$ seconds.

Mile Run—Garrity, Beloit, first. Time 4 min. 38 sec.

220 Yard Dash—Bouchard, Lawrence, first. Time 23 $\frac{3}{8}$ seconds.

440 Yard Dash—Vandehei, Lawrence, first. Time 52 $\frac{1}{8}$ seconds.

220 Yard Hurdle—Aldrich, Beloit, first. Time 27 $\frac{1}{8}$ seconds.

880 Yard Run—Vandehei, Lawrence, first. Time 2 min. 1 $\frac{3}{8}$ sec.

Two Mile Run—Stead, Beloit, first. Time 10 min. 28 $\frac{3}{8}$ sec.

High Jump—Abrahamson, Lawrence, first. Height 5 ft. 3 in.

Pole Vault—Abrahamson, Lawrence, first. Height 10 ft. 7 in.

Broad Jump—Abrahamson, Lawrence, first. Distance 21 ft. 5 in.

Shot Put—Abrahamson, Lawrence, first. Distance 37 ft. 6 in.

Discus—Jacobson, Beloit, first. Distance 113 ft. 3 in.

Hammer Throw—Rock, Ripon, first. Distance 106 ft. 7 in.

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ited. There is opportunity for many more to find work in the city; and many of the men students can earn their expenses wholly or in part in this way. They are employed in various occupations and trades, such as bookkeepers, stenographers, clerks and watchmen in stores, janitors of churches, offices, and public buildings, helpers about private dwellings, chore boys, waiters at clubs and hotels, delivery men, collectors, agents, teachers, typewriters, etc. It is seldom that an energetic and faithful young man fails to find work. The faculty has a committee from its number which seeks to find employment for students, and the Y. M. C. A. also endeavors to perform the same service through its employment bureau. Remunerative work, however, can seldom be arranged for in advance of the student's arrival, as few men wish to employ students without seeing them personally. As the student becomes better known, his chances for self-help are increased, and, if he be a good worker and faithful, his living expenses are assured. Few students, however, should endeavor to carry full work in school and pay their own way; it is an interference with the best intellectual work and is, besides, an undue physical strain.

Loan Funds

The Ormsby Loan Fund was founded by the late D. G. Ormsby. Any girl needing assistance can loan \$50 a year from this fund without interest.

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STATE INDOOR TRACK MEET

MARCH 14, 1914

Lawrence 48 $\frac{1}{3}$, Ripon 21 $\frac{1}{3}$, Carroll 20, Milton 9 $\frac{1}{4}$

40 Yard Dash—Bouchard, Lawrence, first.
Time 4 $\frac{4}{5}$ sec.

40 Yard High Hurdles—Fox, Carroll, first.
Time 6 $\frac{4}{5}$ sec.

880 Yard Run—Morgan, Ripon, first. Time 58
sec.

One-Half Mile Run—Vandehei, Lawrence, first.
Time 2 min. 8 sec.

Mile Run—Thompson, Lawrence, first. Time 5
min. 4 $\frac{4}{5}$ sec.

Two Mile Run—MacInnis, Lawrence, first. Time
10 min. 22 sec.

High Jump—Abrahamson, Lawrence, first.
Height 5 ft. 4 in.

Broad Jump—Abrahamson, Lawrence, first.
Distance 19 ft. 8 in.

Pole Vault—Abrahamson, Lawrence, first.
Height 10 ft.

Shot Put—Abrahamson, Lawrence, first. Dis-
tance 36 ft. 6 in.

Relay Race—Lawrence, first.



DUAL MEETS

Ripon—Lawrence May 9, 1914
Lawrence 70 points, Ripon 55 points.

Oshkosh Normal—Lawrence May 16, 1914
Lawrence 95 $\frac{1}{2}$, Oshkosh Normal 21 $\frac{1}{2}$

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The Methodist Church appropriates \$2,500 a year to Lawrence College to loan needy students who are members of that church.

There are several scholarships and various prizes which are a help to needy students.

College Life at Lawrence

College life at Lawrence is highly enjoyable. It is one of the great advantages of a school the size of Lawrence that the students know each other. There are a sufficient number to carry on all the activities usually found in the larger institutions, and there are not so many that the individual is lost in the crowd. In a great university the average student has little opportunity for recognition. He does not get on the debates, the athletic teams, the staff of the college paper, nor is he elected to office in the student organizations. There are so many competitors for such places and the prestige of men of wealth is so great that the average man loses all the opportunity for such training which is as valuable as almost any the college gives. At Lawrence any capable and hard working student is sure to be given positions of leadership in some line.

In athletics Lawrence has always held a leading place among the colleges of the middle west. It has had more games with leading universities, Chicago, Minnesota, Wisconsin, than any other college of its size. Its football team has held the cham-

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LAWRENCE OUTDOOR RECORDS

- *100 Yard Dash, 1895—Merrill, 9 $\frac{1}{2}$ sec.
- 220 Yard Dash, 1914—Vandehei, 23 sec.
- *440 Yard Dash, 1914—Vandehei, 52 $\frac{1}{2}$ sec.
- *880 Yard Dash, 1914—Vandehei, 2 min. 1 $\frac{3}{5}$ sec.
- *One Mile Run, 1912—Vandehei, 4 min. 34 $\frac{3}{5}$ sec.
- Two Mile Run, 1908—Jackson, 10 min. 7 sec.
- *120 Yard Hurdle, 1911—Smith, 16 sec.
- *220 Yard Hurdle, 1911—Smith, 25 sec.
- High Jump, 1907—Sherger, 5 ft. 8 in.
- Broad Jump, 1907—Houghton, 21 ft. 11 $\frac{1}{2}$ in.
- Pole Vault, 1914—Abrahamson, 10 ft. 7 in.
- *Hammer Throw, 1908—Beyer, 144 ft. 4 in.
- *Shot Put, 1908—Beyer, 40 ft. 4 in.
- *Discus, 1908—Beyer, 119 ft. 5 $\frac{3}{4}$ in.
- *State Intercollegiate Record.



INDOOR RECORDS

- 25 Yard Dash, 1907—Barnes, 3 sec.
- 220 Yard Dash, 1911—Watson, 26 $\frac{3}{5}$ sec.
- 440 Yard Dash, 1913—Vandehei, 58 sec.
- 880 Yard Dash, 1910—Clare, 2 min. 15 $\frac{1}{5}$ sec.
- One Mile Run, 1912—Vandehei, 4 min. 59 $\frac{2}{5}$ sec.
- Two Mile Run, 1914—MacInnis, 11 min. $\frac{1}{5}$ sec.
- 25 Yard High Hurdles, 1911—Smith, 3 $\frac{3}{5}$ sec.
- 25 Yard Low Hurdles, 1910—White, 3 $\frac{3}{5}$ sec.
- High Jump, 1907—Sherger, 5 ft. 7 in.
- Broad Jump, 1914—Abrahamson, 20 ft. 1 in.
- Pole Vault, 1903—Adams, 10 ft. 3 in.
- Shot Put, 1908—Beyer, 38 ft. 1 $\frac{1}{2}$ in.
- One Half Mile Relay—Class of 1914, 1:56 $\frac{2}{5}$.
- Vandehei, Colvin, Scott, Fowler
- State One Mile Relay—Hinderman, Churm, Winn,
White, 3 min. 42 sec.
- Made at Madison, 1909.

THE SPIRIT OF LAWRENCE

pionship for four successive years, and has held it four-fifths of the time for the past twelve years. In basketball it has been almost equally successful and it has a good record in baseball and track. The college has a physical director for men, a coach, and a physical director for women. It has a good gymnasium and athletic field.

In debate Lawrence has a splendid record. We have from three to four inter-collegiate debates each year, and have won about 90% of our debates. Our professor of public speaking is an unusually strong man and has brought the work in oratory and debate to a high degree of efficiency. We send representatives in oratory to the State Oratorical Contest, the Peace Contest, and the contest of the Prohibition League.

The fraternity life of Lawrence, is very healthy. We have four fraternities among the men and five among the women. The men live in their own houses but the women live in the dormitories. These organizations have good ideals of scholarship and of morals, and afford pleasant fellowships. There is also a Social Union for the non-fraternity men which is a helpful social organization. Besides these there are the literary societies, and two honorary student fraternities for marked men and women. The college also has a chapter of Phi Beta Kappa, and is a member of the Association of Collegiate Alumnae.

The general social life of the college is most pleasant and healthful. On the first

THE SPIRIT OF LAWRENCE

FRATERNITIES AND SORORITIES

Theta Phi, Beta Sigma Phi, Delta Iota, Sigma Phi Epsilon, Kappa Upsilon, Alpha Gamma Phi, Theta Gamma Delta, Alpha Delta Pi, Mu Phi Epsilon, Phi Mu.

STUDENT CLUBS

All-College Club, The Civics Club, Equal Suffrage League. The Burroughs Club, Chemistry Club, The Latin Club, The German Club, The Physics Club, The Circle Francais, The English Club, The Lawrence Union.

RELIGIOUS ORGANIZATIONS

Y. M. C. A., Y. W. C. A., Volunteer Band, Social Service League, Ministers' Club.

STUDENT ADMINISTRATION

The Student Senate, Board of Oratory and Debate, Athletic Board of Control, Brokaw Hall Government Association, Students' Home Government Association.

LAWRENCE MUSICAL ORGANIZATIONS

The Choral Union, The Chapel Choir, The Boys' Glee Club, The Girls' Glee Club, The College Band, The College Orchestra, The Men's and Women's Quartettes.

HONORARY SOCIETIES AT LAWRENCE

The Mace—for recognized student leadership. The Theta Alpha Society—an honorary society for women. Tau Kappa Alpha—success in intercollegiate oratory and debate, Phi Beta Kappa—distinguished scholarship. Association of Collegiate Alumnae—graduation from Lawrence.

THE SPIRIT OF LAWRENCE

Tuesday of the school year, an All-College Day is observed in which the entire college goes on an excursion and picnic for purpose of getting acquainted. The annual "walk around" comes three days later, and at other times there are all-college socials. The class parties, the Ormsby receptions, and the entertainments given by various student organizations are very enjoyable affairs. Lawrence has a happy college life. The opportunities to attend lectures and concerts by notable persons are especially to be mentioned.

The religious life at Lawrence is healthful and deep. The Y. M. C. A. and the Y. W. C. A. are very active organizations. They hold weekly services, form Bible study classes, mission bands, send delegates to the Lake Geneva Conferences and do a large amount of earnest religious work in the school. The college usually brings some noted student worker to the institution for a week of special services each year. The courses offered in Bible study and in various religious subjects are unusually large. Young men thinking of entering the Christian Ministry and young women who are inclined to missionary or other forms of religious work will find special advantages at Lawrence. The interest in Christian missions is especially strong.

Reputation

We believe that the college maintains an excellent reputation for scholarly work.

WHY GO TO COLLEGE?

BECAUSE

*The Best Professional Schools Require Two
or More Years of College
Training for Entrance.*



LAW SCHOOLS

University of Chicago
Johns Hopkins
Harvard
Columbia
Leland Stanford
Western Reserve
California
Yale
Montana
Etc.

MEDICAL SCHOOLS

Rush
Johns Hopkins
Harvard
Cornell
Leland Stanford
Syracuse
California
Yale
Pennsylvania
Etc.



*Some of the Best Technical Schools Require Some
Cultural Work in Graduation:*

Columbia School of Architecture
Lehigh University
Massachusetts Institute of Technology,
Etc.



Efficiency Through Development

THE SPIRIT OF LAWRENCE

It was among the first six colleges accepted by the General Educational Board and granted an allowance. It was recently made a member of the American Association of Collegiate Alumnae. It is on the accepted list of the Carnegie Foundation. It was the past year granted a chapter of Phi Beta Kappa. Of the seven Rhodes scholars sent from Wisconsin two have been Lawrence men, four candidates of the State University and one a representative of Milton College. In a recent address ex-President Merrifield of the University of South Dakota included this institution in a list of what he regarded as the eight strongest colleges in the middle western states. The Milwaukee Free Press in an editorial a few years ago made the following statement: "They have the second strongest institution of higher learning in the state." Bishop Wm. A. Quayle says: "It is one of the very best colleges in the country." Judge R. D. Marshall of the Supreme Court says: "Lawrence is by many placed at the head of our private institutions of learning."

Alumni

Lawrence, considering the size of her alumni, has sent out many distinguished men. Among educators are President Geo. Fellows, James Millikin University; Ex-President Bradford P. Raymond, Wesleyan University; President W. F. Yocum, Florida Agricultural College; Ex-President L. A. Whitcomb, Greenville College;

THE SPIRIT OF LAWRENCE

"THROUGH the medium of the university the student is brought face to face with great thoughts and great problems. The wise men of all ages and all climes become his brothers, and the consolations of philosophy to him are not meaningless words, but living and helpful realities."

—Jordan.



"EDUCATION is not to make us seem to be greater to the world, but the world and all life and all eternity greater and richer and more beautiful to us."

THE SPIRIT OF LAWRENCE

President Samuel Plantz, Lawrence College; Olin A. Curtis, Professor Systematic Theology, Drew Theological Seminary; Norman Richardson, Professor Religious Pedagogy, Boston University; Geo. H. Trever, Professor of Old Testament Exegesis, Gammon Theological Seminary; Arthur B. Lund, Professor of Mathematics, University of Chicago; Geo. F. Reynolds, Professor of Literature, University of Montana; Alfred D. Faville, Professor of Agriculture, University of Wyoming; the late John E. Davies, Professor of Physics, University of Wisconsin; James Arneill formerly Professor of the University of Michigan, now of the University of Colorado; Alfred White, Mine Economist United States Bureau of Mines; David A. Drew, Professor University of Indiana; Howard Lewis, Professor of Economics, University of Idaho; Margaret Evans, until recently Dean of Women of Carlton College; Edward Ford, Professor in the University of Pekin; Carl E. Conant, Professor in the University of Indiana; A. A. Trever, J. H. Farley, Louis Baker, professors at Lawrence College and many other prominent educators who could be mentioned. Among the alumni prominent in life are Robert E. Gamble, Ex-U. S. Senator from South Dakota; the late John Gamble who died as a member of Congress; Col. Geo. Lucius Anderson, author of works on electricity and recent member of the Ordinance Board, New York City; Hon. E. D. Wood, U. S. Attorney, Helena,

THE SPIRIT OF LAWRENCE

A FEW TESTIMONIALS

Bishop Anderson's Endorsement

Lawrence College, of Appleton, deserves high rank among the leading educational institutions of this country; thorough in scholarship, adhering to the noblest educational ideals, affording a Christian atmosphere of the finest type, it is entitled to the patronage and support of all good people. It has filled an important field in the educational interests of Wisconsin, and undoubtedly is a great factor among the forces that make for efficient leadership in the country. I commend it without reservation.

WILLIAM F. ANDERSON.

Chattanooga, Tenn., March 7, 1912.



A Word From Bishop Quayle

I know Lawrence University and its work and its President and Faculty. I do not hesitate to say that this college represents as high grade college culture methods as any college in the middle west.

WM. A. QUAYLE.

St. Paul, Minn., March 10, 1912.



Secretary Nicholson's Cordial Words

I have long been familiar with the work of Lawrence College, Appleton, Wisconsin. More recently I have had opportunity for personal visitation of the institution. It has a fine plant, an excellent faculty, a good equipment, and a praiseworthy educational spirit. Its moral and religious ideals and standards are good, and I regard it as one of the strong colleges of the Middle West.

REV. THOMAS NICHOLSON, LL. D.

Secretary Board of Education of the Methodist Episcopal Church.

New York, March 6, 1912.

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Montana; Judge O. T. Williams, Circuit Court Judge, Milwaukee; W. B. Millar, Secretary Interdenominational Layman's Missionary Movement; Walter E. Gary, Cooper Medical College, San Francisco, author on medical subjects; Rinehardt Thiessen, Biologist, Carnegie Institute of Technology; Edith Smith Davis, World Secretary of Scientific Temperance instruction in public schools; Elizabeth Wilson, International Secretary Y. W. C. A. and head of Training Institute of Secretaries. Among authors besides works published by a number of those mentioned above, are such writers as Mary A. P. Stansbury, Eben Rexford, Frank Cramer, Hugh J. Hughes, Mildred McNeal Sweeney, Harriet Lummis Smith, Flora Huntley Mashmedt, Fannie Kennish Earl, Clara Kennish Raber, T. D. Story, Abbie Mills, F. C. Haddock and others. The list of prominent alumni could be extended at great length, especially if those eminent in the various professions were mentioned, but for want of space we conclude with the statement of the late Geo. M. Steele, Author and College Professor, "I have never known any college so large a proportion of whose graduates turned out to be really scholarly and successful men."

Future Prospects

We believe that Lawrence has a future of exceptional promise. This conviction is based on its recent development, — its teaching force, courses of instruction,

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STATISTICS FROM WHO'S WHO
PROVE

1. That from 1800 to 1870 *the uneducated boy* in the United States failed entirely to become so notable in any department of usefulness and reputable endeavor as to attract the attention of the *Who's Who* editors, and that only 24 *self-taught men* succeeded.

2. That a boy with only a *common school* education had, in round numbers, one chance in 9,000 for distinguished success.

3. That a *high school* training increased this chance nearly twenty-two times.

4. That *College* education added gave the young man about ten times the chance of a high school boy and two hundred times the chance of the boy whose training stopped with the common school.

5. That the *A. B. graduate* was pre-eminentlly successful and that *self-educated* man was inconspicuous.

From the nature of the case it cannot be claimed that these classifications are exact, but they are based upon the fullest statistics ever obtained, and the necessary estimates have been made by government experts. It is also doubtless true that other circumstances contributed to the success of these trained men, but after all reasonable allowances are made the figures force the conclusion that the more school-training the American boy of that period had, the greater were his chances of distinction. How will it be in this century?

It is unnecessary to extend this inquiry to woman. Education is practically her only door to eminence.

DEPARTMENT OF THE INTERIOR, BUREAU OF
EDUCATION

WASHINGTON, D. C., March 22, 1904.

The above estimates have been verified carefully in this office and are believed to be substantially correct.

W. T. HARRIS, Commissioner.

THE SPIRIT OF LAWRENCE

equipment, attendance, plant and endowment, having all tripled or quadrupled during the past fifteen years. The fact that Wisconsin has but few colleges and that Lawrence is located in a great territory rapidly growing in population and is well removed from the other institutions of the state, make its promise of development especially satisfactory. It has on its board of trustees some of the most prominent business men of the state who represent extensive capital and who are interested in its promotion. It is also in close touch with the educational system of the state and we believe in favor with the educational leaders. There can be no doubt that Lawrence will hold its place as one of the strongest colleges in the middle west.



LAWRENCE PUBLICATIONS

The Lawrentian

The Lawrence Bulletin

The Lawrence Latinist

The Conservatory of Music Bulletin

The Ariel

The Catalogue

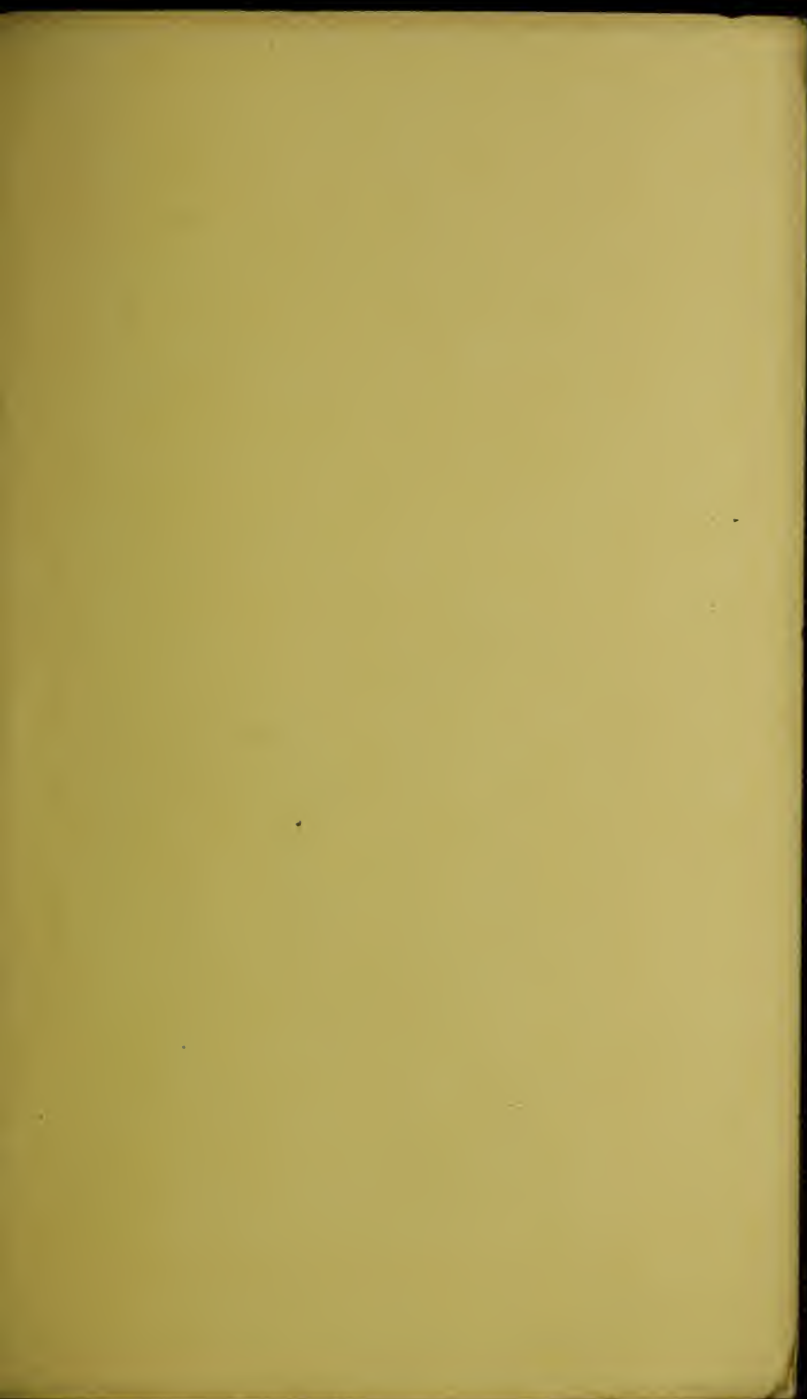
Alumni Record

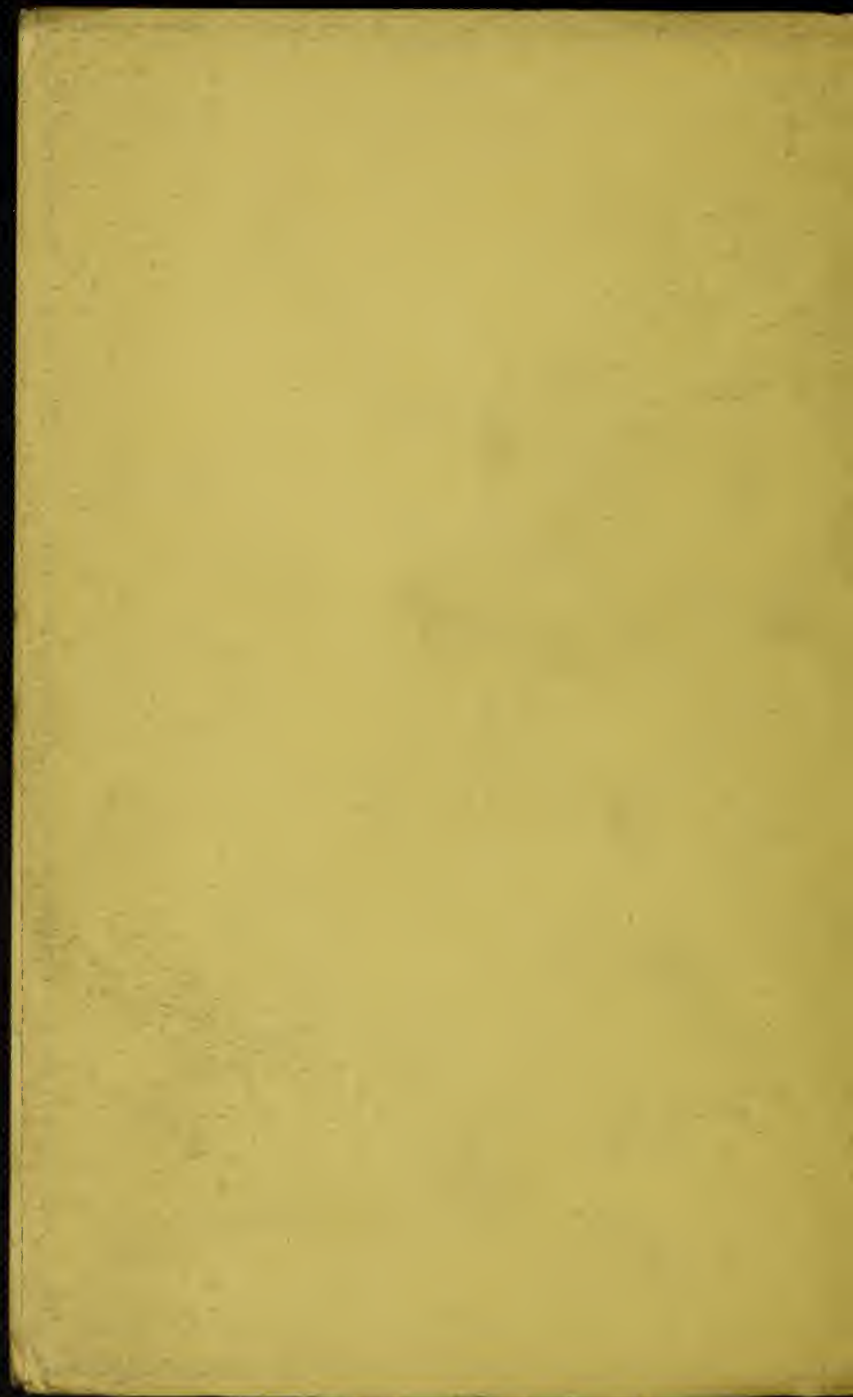
IT BROADENS ONE'S HORIZON

"PERHAPS the chief advantage in a college education is that it broadens one's horizon. One becomes acquainted with more subjects, interested in more directions, sees more in life, gets more out of life. Little things no longer appear great, and great things one never dreamed of before rise into view. It is like climbing a mountain. One never knows the real landscape until one has viewed it from the heights."



"IF the college stands in loco parentis with rod in hand and eye-glasses on its nose, it will not do much for moral training. It will not make young men moral nor religious by enforced attendance at church or prayer meeting . . . What the university can do is along manly lines. It can cure the boy of petty vices and childish trickery, by making him a man, by giving him higher ideals, more serious views of life. It may win by inspiration, not by fear."
—Jordan.





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The Bulletin is entered at the Postoffice at Appleton, Wis., as second class matter, and is published monthly by the Trustees of Lawrence College.

EDITOR-IN-CHIEF

Elsie Kopplin, '15

ASSOCIATE EDITORS

Hannah Benyas, '15

Eleanor Metcalf, '18

TOM THE SAILOR



“Visne Etiam Nauta Esse?”

Thomas cupit esse nauta. Cur hoc facit? Quia nautae sunt liberi et non debent linguam Latinam discere.

Pater eius ei dicit, ‘Melius est domi manere et discere.’

Hoc non placet Thomae. ‘Cupio,’ inquit, ‘nauta esse.’

‘Ergo,’ inquit pater, ‘cras in nave iter faciemus.’

‘Euge!’ Thomas respondet.

Dies posterus venit. Iter faciunt in nave Thomas et

pater eius. Ventus fortis est. Mare vento turbatur. Navis huc illuc mari volvitur. Thomas jacet in nave et dolorem maximum patitur: cupit ad terram redire. Tandem ad terram redeunt. Pater pueri dicit, 'Visne etiam nauta esse?'

Puer respondet, 'Cupio domi manere et linguam Latinam discere.'

THE VALUE OF LATIN FROM THE STANDPOINT OF A COLLEGE STUDENT

Today there seems to be an emphatic demand for the practical in education. Studies are being cast out of High School curriculums which the pupil cannot turn into dollars and cents after graduation. As Latin is not a subject which gives information that can be immediately used in business, it is one of the victims of the movement. Although it may sound heretical I must confess that I have received a great deal of good from Latin and would be unwilling to substitute any of the more so-called practical studies in its place.

There is a common complaint on the part of instructors that students do not know how to study. It is claimed that they cannot get down to work without a great waste of time and that they are unable to concentrate when they do settle down. The main benefit which I have derived from Latin is the power of concentration. Latin is not like many studies that can be mastered mechanically or with mind wandering. In translating even a simple sentence, keen observation, comparison, application of general principles to particular cases, are all absolutely necessary. Although the majority of educators believe that there is no transfer of power, I have found this training to be of value in many ways.

I have been able to appreciate the English language to a much greater extent through my knowledge of Latin. As two-thirds of our words are derived from the Latin, this knowledge is no small factor. After their derivation is known, one finds that countless words have been used in a wrong sense.

My appreciation of English literature is much greater than it was before I understood the classical allusions. One cannot read English literature from the time of Chaucer to the middle of the Nineteenth Century without being constantly at sea if the references to classical mythology are not understood. Even in the newspaper and magazine edi-

torials much must be hazy to the person not familiar with the classics.

As Latin is the foundation of French and Spanish, it proved to be a great help to me in studying them. I was able to master the grammar much more easily because of my knowledge of Latin grammar. In fact I never understood English grammar until after I had studied the Latin.

Roman History was much clearer to me because I had studied Latin literature. History gives the achievements of a race, but it is the literature which expresses the thoughts, aims, and ideals of a people.

I would feel that I had missed a great deal of my education if I had not studied Latin, the background of our present civilization; for it is to the Roman people that we are in debt for our language, our laws, our manners, and much that is fine in our art.

HESTER COTTON, '15.



FORMAL DISCIPLINE

(The following is from an article by Prof. Lawrence W. Cole, Ph. D., Director of the School of Social and Home Service, Professor of Psychology at the University of Colorado.)

Is the claim true or false that Latin and Greek afford intellectual discipline? Not analytical experiments but group experiments have tried to answer this question, and with varying results. For centuries plain men and scholars believed in the existence of such a thing as intellectual discipline. They thought they observed the decay of mental powers when they were not used. The visual region of Laura Bridgeman's brain had within it millions of undeveloped cells. It seemed reasonable to suppose that the similar undeveloped cells to be found in all brains might be due in turn to the absence of stimuli, the lack of cultivation.

However, the first group-experiments designed to measure the effect of discipline and the amount of its transfer failed to find transfer. Hence transfer was denied and the existence of such a thing as discipline gravely doubted.

Soon the experiments were seized upon by writers on education and made to bolster up the doctrine of interest, or any other theory or fad in which the writers might believe.

Now we know that the wrong conclusion was drawn from the experiments. The conclusion should have been not that transfer does not occur, but that **the method used was too crude to detect it.** Careful individual experiments have recently been made and Ebert and Meumann, Coover

and Angell, Winch, Bennett, Fracker and others have found transfer of discipline in marked degree. The doctrine of "no-transfer" is exploded and if its former advocates do not admit the explosion openly they do so tacitly in their recent writings.

There is positive transfer, i. e., increase of one mental ability by training another, and in some cases, negative transfer, or decrease in some ability due to long exercise of others, and this, I believe, was exactly the opinion held by sensible men before the cry of "no-transfer" was raised. Once it was raised it was used to bolster up the most extravagant claims of all sorts of educators. One teacher of education denied even the fact of training of special mental powers by their own exercise. It was all a beautiful example of loading the negative results of hasty group experiments with positive conclusions, for which "scientific accuracy" was claimed.

The claims of Latin and Greek rest so much on a belief in their disciplinary value that the "no-transfer" propaganda was almost the last nail in the coffin of the classics. The worst effect is that discipline has no longer been aimed at in high schools, by either teachers or pupils. The course of study has as often been a melange of novelties as a group of subjects whose mastery required industry. Little wonder that Professor Grandgent calls our educational present "The Dark Ages."



AMERICA

(This singable Latin translation of America was made by Professor George D. Kellogg of Union College and appeared last October in *The Classical Weekly*.—The Editor.)

Te cano, Patria,
candida, libera;
te referet
portus et exulum
et tumulus senum;
libera montium
vox resonet.

Te cano, Patria,
semper et atria
ingenuum;
laudo virentia
culmina, flumina;
sentio gaudia
caelicolum.

Sit modulatio!
libera natio
dulce canat!
labra videntia,
ora faventia,
saxa silentia
vox repleat!

Tutor es unicus,
unus avum deus!
Laudo libens.
Patria luceat,
libera fulgeat,
vis tua muniat,
Omnipotens!

LAURENTIA

Super vulpem luna luxit,
 Venustas tholum tinxit;
 Et ulmi in campo susurrabant,
 "Laurentia domus est."

Chorus—

Laurentia domus est,
 Est domus nostra cara.
 Et ulmi in campo susurrabant,
 Laurentia domus est,

Memoriae carae semper
 Per vitas nostras manent;
 Et corda nostra leniter canunt,
 "Laurentia domus est."

Benedictio, roscida
 Spuma, in nos decidit,
 Cum cor memor Laurentiae dicit,
 "Laurentia domus est."

ELSIE KOPPLIN, '15.

**NOX SILENS, SANCTA NOX**

(This poem may be sung to the tune of "Stille Nacht," and the following points should be observed: In the first stanza there is hiatus in the 4th line; in the second stanza, elision in the 3rd and 4th lines, and in the third stanza, synizesis in the word "dei" of the 2nd line and elision in the 5th and 6th lines.—Editor.)

Nox silens, sancta nox!	Nox silens; sancta nox!
Dormitur; vigilant	Angeli conclamant:
Sed Josephus et Maria,	"Vox longe lateque intonet,
Qui in Bethlehem stabulo	Hosanna, Hosanna, decus
sunt	caeli!
Cum divo puero,	Salvator natus est,
Cum divo puero.	Salvator natus est."

Nox silens, sancta nox!
 Fili dei, caritas
 Ore tuo renidenti
 Nobis salutem pronuntiat,
 Christe, hora natali,
 Christe, hora natali!

NATHALIE SOUTHER, '09.

VIVAMUS, MEA LESBIA, ATQUE AMEMUS

(With all due apologies to Horace, Catullus and Company, and also to the composers of that most inspiring ballad of the times—"You're Here and I'm Here.")

Es hic
 Et sum hic,
 Quid pili faciam!
 Nihil sunt tempus et locus;
 Est qui hic sit. Iam
 Mi loci satis duobus da
 Et mecum sola es, quaeso, una,
 Caelum estne melius?
 Cum animis
 Unanimes
 Alter et altera sunt,
 Terra marique
 Ubique
 Omnia clarescunt.
 Tota terra mihi videtur esse facta
 Tua et mea causa.

RUTH RAWLINS, '16.

**THE LAWYER AND HIS LATIN**

(The Classical Weekly recently published the following from a member of the Chicago bar, Mr. John M. Zane, of Messrs. Zane, Morse, and McKinney. Mr. Zane has international standing as a writer on legal topics. At the last Commencement of Michigan University he received an honorary degree.)

The study of the Classics I regard as of more importance at the present day than at any other. There never was a time when every man—engineer, doctor, lawyer, business man—so greatly required the classical training as today. All affairs are now, more than ever before, a matter of words—either spoken or written words. And for dealing with words only the classical training, the old-fashioned drill in Latin and Greek, can give a man the requisite discipline. Having said this, I pass by the important consideration that the world of thought is part and parcel of the Classics, and come purely to their practical, bread and butter, advantage.

For lawyers it has always been so, and never more so than today, for we deal solely with the spoken or the written word. Our legal tools are the written speech of the law. Every lawyer's effectiveness depends upon the accuracy with which he uses the written speech of the law. If he

has not the ability to use this written speech with accuracy, he cannot start in the law as fully equipped.

Then the lawyer deals either with written words or spoken words of court and witnesses. His whole success depends upon his capacity to weigh closely and interpret accurately words which he hears or reads, or himself uses in written or verbal speech.

After this comes the process of coordinating, reconciling, distinguishing words; for all the incidents, the facts with which the lawyer deals are narrated facts, narrated by written or by verbal testimony. Complicated circumstances must be tested, coordinated and arranged solely through the medium of words. The sole difference between the strong lawyer and the weak one, in ultimate analysis, is that the strong lawyer can closely analyze, discriminate or coordinate words while the weak one passes over them loosely, extracting but a part of their meaning.

This, then, is the ultimate analysis of the lawyer's vocation. It follows that the most valuable training for him is that which prepares him for such work. Can anything else do this in the same measure as a classical training? Every one must admit that nothing else can, if he will just face the facts. Speaking for myself, I may say that, in a mass of hurried reading or in the rush of legal work, in order to prevent looseness or inaccuracy of thought or attention I keep reading Latin, for that is after all the tongue of the great lawyer-like race. And we must remember that, until less than 150 years ago, lawyers in their records, in order to be accurate, used the Latin tongue. Almost every legal record today is merely a translation of a Latin document. Reading of Latin keeps the attention close, keeps one weighing words, keeps one extracting all the meaning there is in words, keeps one coordinating words to get their fullest effect.



HONORIS CAUSA

Hi in studiis Latinis felicissime laborant:

Hannah Benyas
Lois M. Cheney
Hester Cotton
Freda Glaser
Lydia Glaser
Elsie Kopplin

Elmer Luecker
Jessie Oldenburg
Ruth Rawlins
Evelyn Schulte
Mildred Silver
Katherine Smith

Harold Willard

THE CLASSICS AS A TRAINING FOR THE STUDENT.

(The following is quoted from an address by John B. Ekeley, Ph. D., Sc. D., Professor of Chemistry at the State University of Colorado.)

But setting aside the advantages accruing in a general way, how can it be said that the study of the classics makes a man a better scientist or engineer? It is very clear. Our methods of secondary education have recently suffered rather severe and just criticism from those who have observed their shortcomings. Continued additions to the curriculum of the high school, usually made up by courses which give a smattering of half a dozen sciences, have wasted the time of the students at a period when they should have been acquiring habits of study and not have been confused by being introduced to too many new conceptions. Their time has been largely wasted in acquiring hazy ideas of a few elementary principles of chemistry, a subject for which, by reason of their youth, they are hardly prepared. How much better it would be for them to exercise their minds upon some task adapted to their state of mental development. Here are two languages—Greek and Latin, difficult to master, but holding out to them difficulties with which their minds are prepared to grapple. The training offered is such that it develops in them a sense of intellectual power, a sense which certainly is diminished when they fail to appreciate the true significance, let us say, of atomic weights, no matter how well they are taught. Habits of clear thinking and exact expression develop in them, these being the logical result of the mastery of the intricacies of the grammar and of the putting of the thought of the ancient writer in the words of their mother tongue. Does an attempt to express a necessarily vague idea of a modern theory of solutions, for instance, make for habits of clear thinking and precise expression in the mind of a youth in his early teens? I feel sure that every teacher who has listened to the lame and immature attempts of an average high-school student to give a statement of some fairly simple scientific theory would much prefer to listen to his conjugation of a Greek verb.

May I repeat—a student, properly trained in the Greek and Latin languages and in mathematics, at a period when these studies by their very nature have drilled him in habits of industry, clearness of thought, and exactness of expression, have given him a feeling of mental power, and have furnished him an invaluable foundation for a knowledge of his own language; such a student, I say, comes to the university equipped to attack successfully whatever is offered

him. On the other hand, the product of some of our modern high-school methods, trained by means of a mixture of half a dozen half-baked courses in science, together with a little of this and that, feels himself overwhelmed the first month, and, unless he is an unusual person, gives up in despair.

It therefore seems to me very clear that the supporters of the claims of the classics in the high school and the university have by far the better of the argument.



THE LATIN LEAGUE OF WISCONSIN COLLEGES.

The second annual "meet" was held under the auspices of the Latin League at Grafton Hall, Fond du Lac, Wis., May 8, 1914. Prof. Gordon J. Laing of the University of Chicago, was chairman of the committee of examination and announced these awards: Kirchner Prize of \$250, Elsie Kopplin of Lawrence; gold medal, Elsie Kopplin of Lawrence; silver medal, Henry Ackley of Carroll; bronze medal, Jennie Kinne of Milwaukee-Downer; first honorable mention, Bertha Morse of Lawrence; second honorable mention, Marjorie Bennett of Carroll.



Elsie Kopplin, '15.

Lawrence also won the Annis Wilson trophy cup. To award this cup, the grades of the best three from each college are taken and the trio that has the highest total wins the cup for the college they represent. The score was on this wise: Lawrence, 220 points; Carroll, 205; Downer, 203. The trio that won the cup for Lawrence consisted of Elsie Kopplin, Bertha Morse, and Hannah Benyas.

There were seventeen contestants representing Beloit, Carroll, Lawrence, Milton, Milwaukee-Downer, and Ripon. Lawrence was represented by five candidates—the trio named above and Kathryn Daniel and Margaret Stoppenbach. Of the seven who received the highest places four were Lawrence girls.

The next annual contest is to be held at Madison, Wis., Friday, April 30. The morning writing will be from 9:30

to 12:00; the afternoon, from 1:30 to 3:00. Professor Francis W. Kelsey and his colleagues of the Latin Department of the University of Michigan will set the examination questions and determine the awards.

☼☼☼

**GIRLS AGAIN SUPREME IN FRESHMAN
SCHOLARSHIP**

Two prizes of \$100 each are awarded to Lawrence freshmen on the basis of a competitive examination in Latin. This examination is held at the college each fall, and covers the work of the four-year Latin course of the high school. These awards are called the Lawrence Scholarship and The Norman Brokaw Scholarship.



Miss Katherine Smith
Winner of Lawrence Scholarship

Miss Katherine Smith, who claims the Lawrence scholarship, was a student, first of the Milwaukee public schools, but later of Two Rivers, Wis. She graduated from the High School at the latter place last June, receiving the

highest honors of any member of her class—that of being chosen valedictorian.



Miss Eleanor Metcalf

Winner Norman Brokaw Scholarship

Miss Metcalf, the winner of the Norman Brokaw scholarship, is a graduate of the Berlin High School, Berlin, Wis., having completed her public school course in that city with high honors.

THE HUMAN INTEREST IN LATIN

There are many in high schools and in colleges, too, who think of the Romans as a very sober people, a people too sober to be really human.

They know of course, of Caesar's wars and of the activities of other great Romans as shown in the poems of Vergil and other great writers and in the wonderful works of art which have come down to us. But these very perfections in all lines set the Romans off as a race peculiar, and lacking in warmth of feeling.

But we must not suppose that the Romans never

laughed, never joked, nor had emotions. Their great satirist Horace has written much that is humorous, and his jokes are appreciated even today.

Catullus, to cite another example, is a man of emotions. There are many humorous passages in his poems, and many more of tender affection. But among these poems are some which are scathing in their remarks about people who had incurred the poet's displeasure. Most of his poems show a wealth of feeling and emotion.

If we might study Latin more with the idea that there is real life back of what we read, we would not say that there is no spirit in Latin. Its pages throb with emotions, grand and glorious at times, at times simple and affectionate.

Would not teachers help their pupils to appreciate Latin more if they read for them occasionally some of the fine passages of Latin and some of the poems which reveal heart feelings of the poet?

HAROLD WILLARD, '16.



THE ORCHARD ROBBER

Olim puer passing by
Videt pomum hanging high.
Soon he seeks a saxum small,
Throws to make that pomum fall.
Canis taurinus standing guard
Audit saxum falling hard.
Canis volat, puer, too,
Lest the belua bite him blue.
Canis latrat in his joy,
Moxprehendet pants of boy.
Pastor vidit fleeing pair,
Joins in chase velociter.
Fossa alta trans the way
Plena aqua limosa lay.
Puer currit, tries to jump,
Cadit graviter in a lump.
Pastor prendit, canis bite,
Drag ex fossa dripping wight.
Pastor laudat canine guard,
Flogs the puer good and hard.
Nunc the poma pendent tuto;
Puer, pastor domum go.

—Exchange.

OCTOBER CROCUSES

When you came home with crocuses,
A pallid splendour in your hands,
'Twas like a sudden shepherd boy
Piping in old and vanished lands.

I took them with a quickening breath,
I set them in a silver bowl,
Where as from long enchanted time
They shone and whispered to my soul.

I held them for the thousand springs,
Long past upon these very plains.
I touched them for the bleating flocks,
I kissed them for the ancient rains.

What peasant woman long ago
Caught too this piercing spiritual flame!
What dear forgotten children passed
And plucked pale flowers that were the same!

The wild wars rode across the field,
The peasants toiled with scythe and plough,
While these, along the trampled earth,
Stood trembling in the wind as now.

The beautiful, the brooding sky,
Long, long it moves from change to change.
But flowers return from that lost time
And are familiar and strange.

Once more amid our unbelief,
Our dear and vanished May, once more
Persephone walks, the goddess, and herself
Decks all our meadows o'er.

MILDRED McNEAL-SWEENEY, '99.



"With the loss of faith in the fixed curriculum has come the loss, to a great extent, of the moral impulses in education; . . . the moral impulse which lies behind the acquisition of intellectual power. To get again that old desire, that moral impulse, is the great problem of education at the present time."

President Lowell of Harvard.

RIDICULUM DICTU

"So there's another rupture of Mount Vociferous," said Mrs. Partington, as she put on her specs. "The paper tells us about the burning lather running down the mountain, but it don't tell how it got afire."

! ! !

The latest thing perpetrated by the school boy, who so often gets things mixed, is this: "Vesuvius was a city of two thousand inhabitants who were all destroyed by an eruption of saliva from the Vatican."

! ! !

Teacher: "You may tell us, Robert, what people used to speak Latin."

Robert: "The people that used to speak Latin was the Hebrews."

! ! !

Teacher: "Mary, you may decline the word 'mos'."

Mary: "Nominative, 'mos;' genitive, 'Moses.'" (Laughter and applause interrupts Mary at this point).

! ! !

Teacher: "Johnnie will please translate the sentence, *Ea verba locuta est quibus socios eius antea in porcos converterat.*"

Johnnie: "These words uttered which his allies afterwards turned into poetry."

! ! !

Choice selections from Latin quiz papers of a sister college:

"Jove was one of the goddesses."

"A Roman circle was round at one end."

"The poets of Virgil's time wrote mostly in prose."

"The Appian Way was a road across the Appennines."



Lesson From the Past.

Sisypus was baffled, but not discouraged.

"Look at Edgar Allan Poe!" he said. "It took him sixty-one years to get into the hall of fame, but he made it at last!"

Bending to his work with renewed energy, he rolled the stone up the hill again.

Might Raise Hades

It is suggested that the Brazilian river discovered by Colonel Roosevelt be named the Big Styx.

The wise parent, having at heart the best interests of his boy and girl, will see to it that they begin the study of Latin at the earliest opportunity. Lord Cromer utters this warning:

"Our young men and women will be, both morally and intellectually, the poorer, if they listen to the insidious and deceptive voice of an exaggerated materialism which whispers that amidst the hum of modern machinery and the heated wrangles incident to the perplexing problems which arise as the world grows older, the knowledge of a language and a literature which have survived two thousand eight hundred storm-tossed years is 'of no practical use.'"

When we are in college I believe we are too young, careless, to know what gold is being poured through our heedless fingers. If I could have the Latin now that I had then—and the Greek I never had!

—Mildred McNeal Sweeney, '99.

"I am very glad to hear of the success in Lawrence Latin affairs. I still believe Latin to be the most important element in a liberal education."

—Dr. Earnest A. Hooton, '07,
Professor of Anthropology,
Harvard University.

The Latin Club has been organized for the year with the following officers:

President—Harold Willard, '16.

Vice President—Bertha Morse, '15.

Secretary-Treasurer—Martha Shufflebotham, '18.

Social Committee—Ruth Rawlins, '16; Katherine Smith, '18; Jessie Oldenburg, '17.

Program Committee—Mary Webb, '16; Hester Cotton, '15; Mildred Silver, '16; Eva Sande, '16.

The club decided to meet the first and third Tuesday of each month. Several meetings have been held at which interesting programs were rendered. At the first meeting the members were favored with a talk on Rome, by Miss

Calla Guyles, a Lawrence alumna. Miss Guyles is teacher of Latin at the Appleton High School and visited Rome last summer.

The club also enjoyed an illustrated lecture entitled "Rome of the Caesars and the Popes," by Professor Fairfield, head of the department of art at Lawrence. The talk was very vivid and all went away feeling that Rome was well known to them. A small admission fee was charged and the proceeds are to be used to send the Lawrence candidates to the Latin League Contest at Madison.

The members, in addition, have entertained the club with talks on different phases of Roman life.



DUO CIVES AMERICANI

Primus. Salve, amice! Quo is?

Secundus. Et tu salve! Ego ad tabernam librariam iturus sum. At veni, obsecro, mecum.

P. Vero ac libenter. Vidistine hodie acta diurna?

S. Minime vidi; nam quidam, di supplicium de eo sumant, haec ex sacculo meo clam eripuit. Quid, obsecro, rogas! Estne aliquid novi?

P. Europa vero, me iudice, magis magisque avida belli videtur; vereor igitur ne bellum maximum paucis in mensibus audiamus.

S. Itane? Cur ita iudicas?

P. Multis de causis. Primum omnes gentes, alia alia ex causa, bellum exspectant, et omnibus copiae paene innumerabiles sunt, quae solae, ut opinor, magno incitamento sunt bello.

S. Existimasne autem omnes inter sese gentes pugnaturas esse?

P. Sarmatia, mea quidem sententia, ut Noricum vincat, operam dabit; etenim Alexander, Norico victo, se urbe Constantinopole potiturum sperat. Ne hoc fiat, Germania auxilium ex foedere Norico dabit et deinde aggredietur Germaniam Gallia.

S. Vera dicis; at Gulielmus imperator, ut fama est, causas belli tollet.

P. Cupit sed non poterit, ergo ipse imperavit ut cives oppida omnia munirent atque legati, qui abessent, ad legiones suas statim reverterentur.

S. Nonne est Germania validior Gallia?

P. Difficile est sententiam de hac re dicere.

S. Dis immortalibus gratias agamus propterea quod Americani sumus. Numquam nostram ad patriam bellum perveniet.

—Selected.

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LAWRENCE COLLEGE BULLETIN

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*Information conveyed mainly by use of views for those
who desire to learn more fully about Lawrence*



Lawrence College

Appleton, Wisconsin



*Information conveyed mainly by use of
views for those who desire to learn
more fully about Lawrence*



VIEW OF COLLEGE BUILDINGS FROM NORTHWEST CORNER

WHY GO TO COLLEGE?

1. It will increase efficiency.
2. It will enable one to make the most of himself.
3. It puts one in touch with a larger world.
4. It increases happiness, helps make life "a glory rather than a grind."
5. It gives one associations and friendships of the most valuable kind.
6. It enables one to choose wisely his calling in life.
7. It will prove the greatest help to success in life.
8. It assists in the development of a noble character.

THE COLLEGE TO CHOOSE

1. Choose a College with a good spirit and splendid traditions.
2. Choose a College that has graduates of distinction.
3. Choose a College that is not conducted as a money-making enterprise.
4. Choose a College that has a scholarly Faculty.
5. Choose a College beautiful in situation.
6. Choose a College in a healthful location.
7. Choose a College in which enthusiasm for legitimate athletics is rife.
8. Choose a College where the literary spirit is pronounced.
9. Choose a College in which there is real life.
10. Choose a College that seeks to inspire ideals of character.
11. Choose Lawrence, which is such a College.



CAMPUS VIEW

LAWRENCE COLLEGE

LAWRENCE COLLEGE is ideally located on a bluff rising one hundred feet above the Fox River, the Merri-mac of Wisconsin, in Appleton, a city of 18,000 population, noted for its natural beauty, its fine homes, the refinement and culture of its citizens, and its exceptionally literary and educational advantages. The campus, consisting of fourteen acres, is covered with elm and oak and maple, threaded with cement walks, and decorated with shrubbery and flowers. It is conveniently near to the business section of the city, and yet it is sufficiently retired to secure the quiet desirable



EAST ENTRANCE TO MAIN HALL



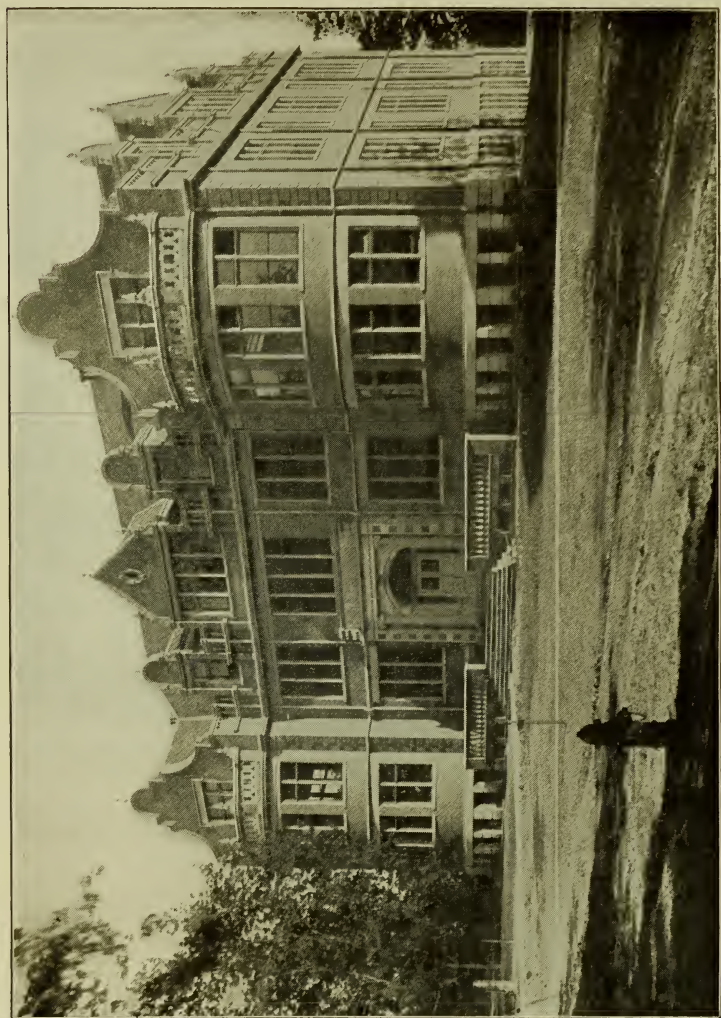
RECITATION HALL

for study. The college buildings are located on the brow of the bluff and overlook the river, which is one of the most majestic streams in the state.

Not only is Appleton a beautiful city but it is the residence of a cultivated people. Probably more high grade lectures, concerts, and other musical and literary entertainments are given in Appleton than in any city in the state except Madison and Milwaukee.

HISTORY

Lawrence is one of the oldest colleges in the Northwest, having been founded in 1847 by Amos A. Lawrence of Boston, Mass. It was established "to lift the standards of education, elevate the tone of morals, and provide opportunities for advanced education in a section of our country that stands much in need of it." Its founder provided that its work should be developed on a basis sufficiently broad "to develop the scholar." From the first it had a good attendance of students and during the sixty years since it opened for instruction has had many thousands of young people study within its walls. Generous friends have come forward to increase its endowment, building after building has been erected, attendance has increased until now it is second to no institution of college rank in Wisconsin, either in number of students, size of faculty, courses of study offered, or facilities for a thorough education extended.



STEPHENSON HALL OF SCIENCE

THE BUILDINGS

LAWRENCE has an excellent equipment of buildings for an institution which does only undergraduate work. Most of them have been built in recent years and are thoroughly up-to-date. They are as follows:

1. College Hall, used for recitation purposes.
2. Stephenson Hall of Science, containing laboratories and museum.
3. The Alexander Gymnasium, thoroughly equipped with apparatus, baths, etc.
4. The Library, a recent building and one of the finest college libraries in the country.
5. The Observatory, containing a large and small telescope, and other equipment.
6. Brokaw Hall, recently erected as a Y. M. C. A. and boys' dormitory. It is a most excellent building and thoroughly equipped.
7. Ormsby Hall, a beautiful dormitory for women.
8. Ormsby Annex, a dormitory for women.
9. Peabody Home, a dormitory for women.
10. Smith Home, a dormitory for women.
11. The President's House, a home for the president of the college.
12. Peabody Recital Hall. A fine building devoted to the use of the School of Music. There is also a building for practice purposes.
13. Central Heating Plant.



THE LIBRARY

SPECIAL ADVANTAGES

STANDARDS of admission are equal to those of the best colleges and universities.

The faculty is especially strong in scholarship and teaching skill.

The libraries, laboratories and general equipment are superior to most institutions of college grade.

Teaching is by full professors, not tutors, fellows and inexperienced instructors.

Students have the privilege of personal and intimate acquaintance with members of the faculty.

All organizations usually found in college life are represented.

Deserving students are helped by scholarships and loans.

Students have many opportunities for self-support.

Expenses are very moderate, about half what they are at a large university.

Graduates desiring to teach are given a life certificate by the state.

The social life at Lawrence is most enjoyable.

Lecture courses, musical entertainments, etc., are the best that can be secured.

There is a department of education for the training of teachers.

The reputation of the college is exceptionally good.

The college has a chapter of the Association of Collegiate Alumnae and also of Phi Beta Kappa.



ORMSBY HALL



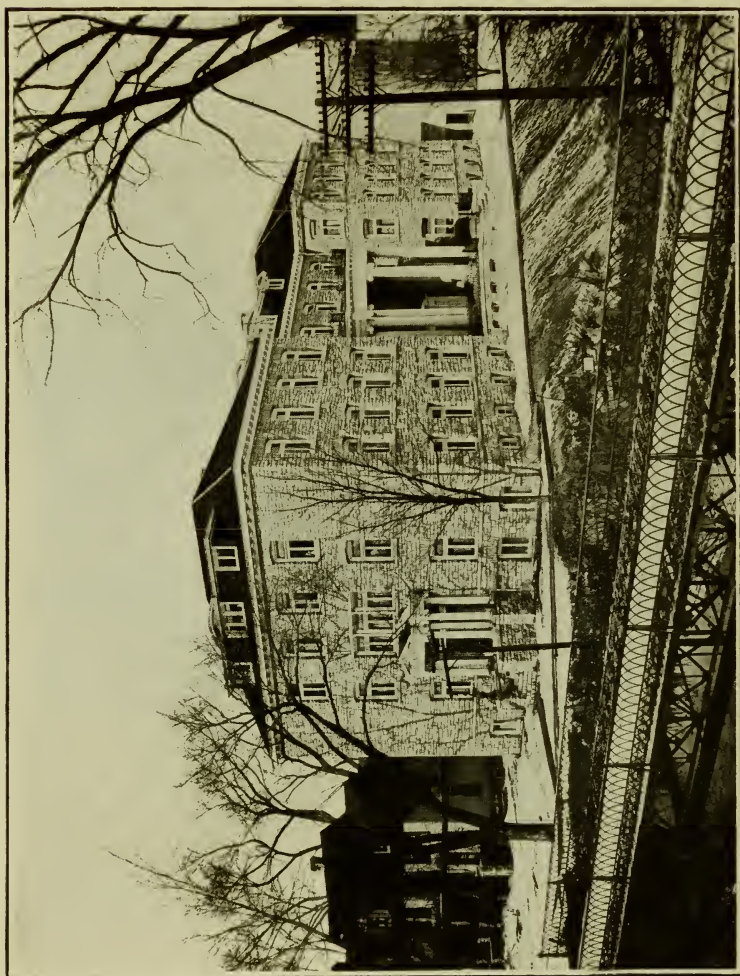
ORMSBY ANNEX



DEPARTMENTS OF INSTRUCTION

1. **The College of Liberal Arts.**—The group system is in force and students are placed under the guidance of a class officer. Two hundred and twenty courses are maintained. The courses are arranged in General Culture and Pre-professional groups. Work is offered for the Master of Arts degree.

2. **School of Music.**—Four-year courses in vocal and instrumental music are maintained. Those who complete the musical courses are given a certificate, and those who take the degree course are graduated with degree of Bachelor of Music. This department is especially strong.



BROKAW HALL

COLLEGE LIFE

THE college life at Lawrence is most pleasant, the number of students not being too large for mutual acquaintance, and at the same time sufficiently numerous for college enthusiasm and the maintenance of the various organizations usually found in a high grade institution of learning.

1. The literary societies numbering four have beautiful halls in the college buildings.

2. There are five sororities and four fraternities which are under the supervision of the faculty.

3. The glee clubs, choral union, the chapel choir, and the orchestra are flourishing musical organizations. The college also has an excellent brass band.

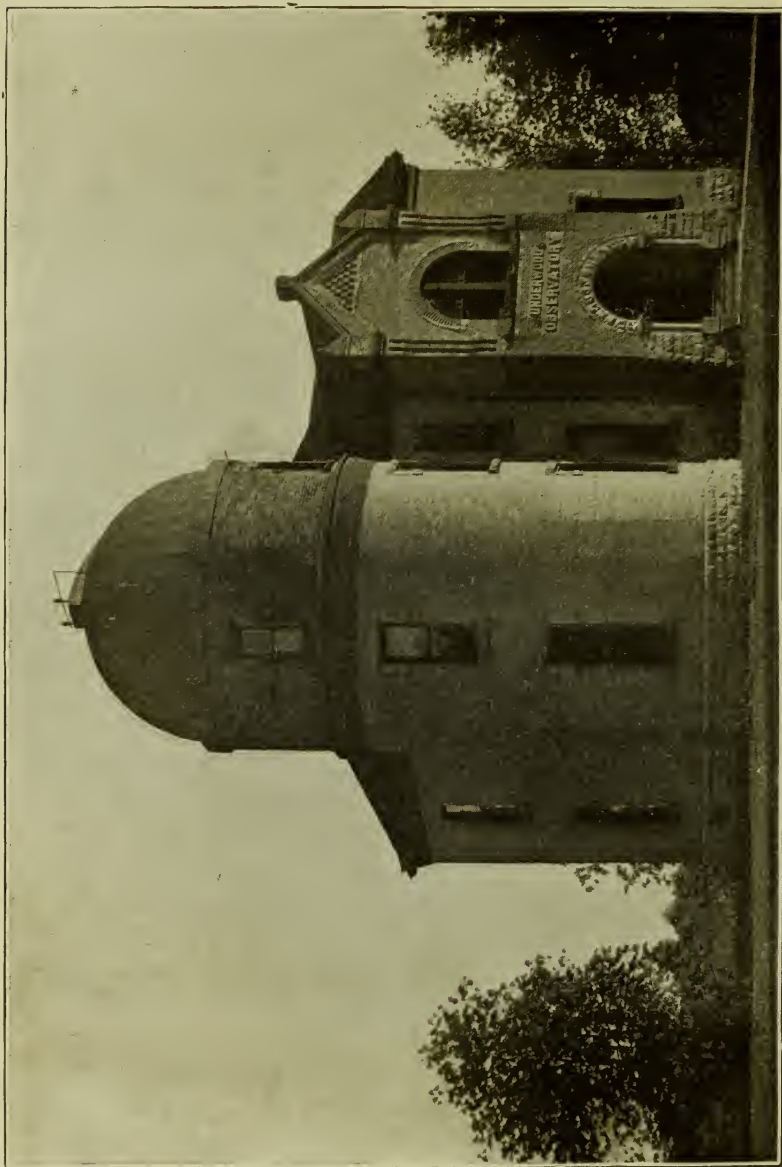
4. Various clubs have been organized to help students who are specializing in these lines. Thus there is a Chemical club, a German club, a French club, an English club, and an Economics club, etc.

5. The religious organizations are numerous. Besides the Y. M. C. A. and the Y. W. C. A. there are missionary organizations, Bible study classes and organizations for Christian work.

6. Athletic organizations also exist.

7. There is a Debating and Oratorical League.

8. In short, all the organizations usually found in a high grade college are represented here.

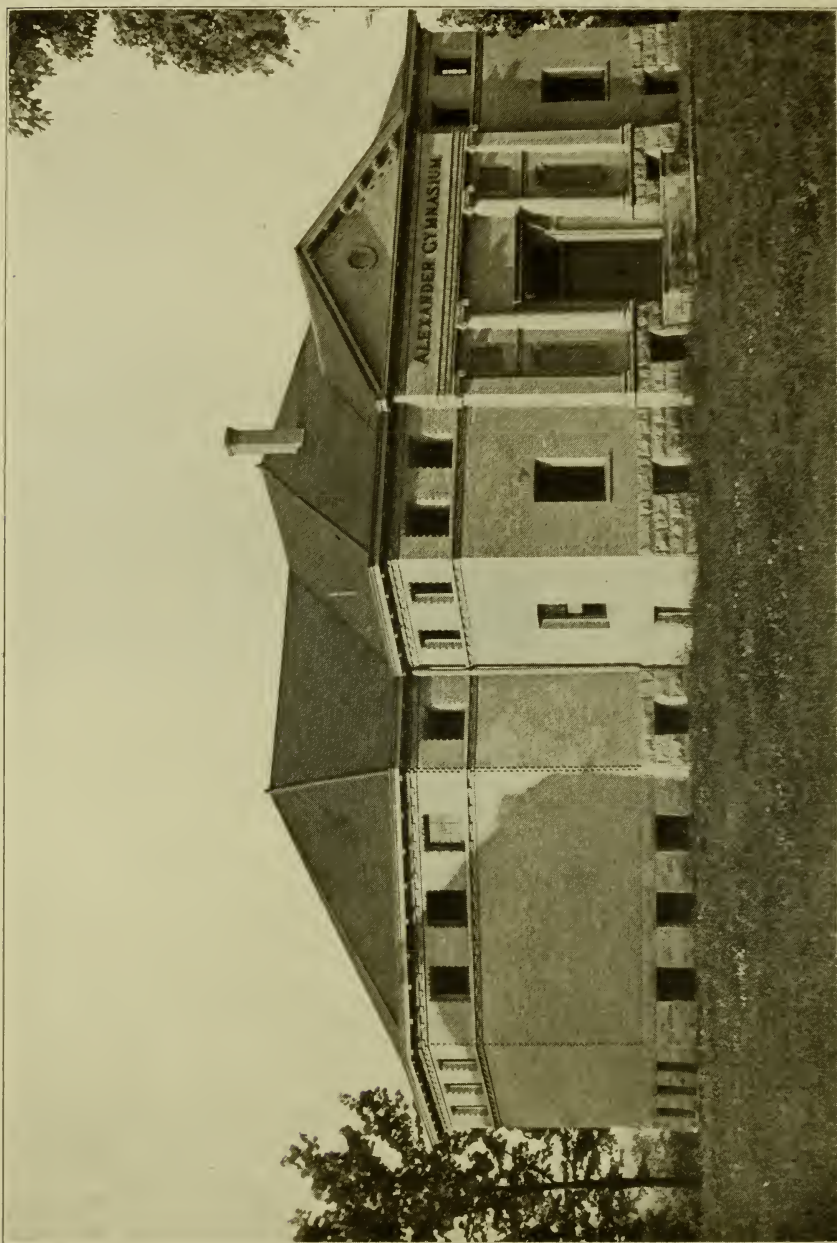


UNDERWOOD OBSERVATORY

EXPENSES

THE question of expense is usually a matter of great importance to one choosing a college. Lawrence has an excellent equipment and does its work in a manner which has won for it a most enviable reputation, yet its charges are lower than those of almost any college in the country of its class. Every effort has been made to keep its expenses at the lowest figure possible. It is safe to say that a student can take a course at Lawrence on less than half what it will cost him at a large university and as cheaply as at any other institution of like grade in the middle west.

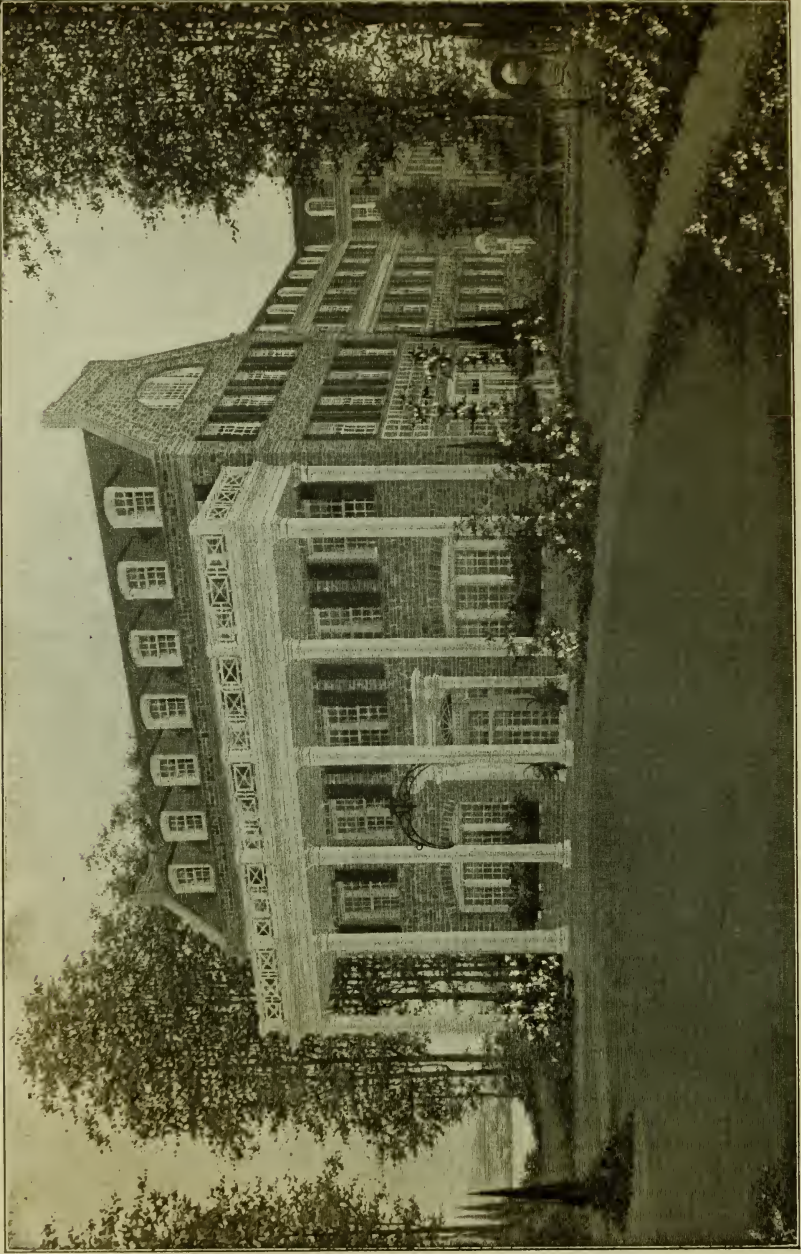
There are various helps for needy students in the way of scholarships and loan funds. There are also excellent chances to secure employment. A large per cent of the young men are earning their own way. An Employment Bureau is maintained to assist needy students in finding places to work. Many club together and reduce their expenses thereby. It is no longer necessary for a poor boy to go without a college education, for any person of energy can now put himself through school.



ALEXANDER GYMNASIUM

LAWRENCE THE RIGHT SIZE FOR COLLEGE WORK

IT is generally conceded that for undergraduate work the ideal college is one of moderate size. A small college lacks the enthusiasm which comes from a goodly company of students and usually does not have the organization and variety of courses or the equipment of a larger school. On the other hand, a large university usually lays the emphasis on graduate, professional and technical training and turns the undergraduate over to tutors and instructors, usually young men without experience, who work on very small salaries and are not equal to professors of a strong college. Acquaintance with teachers is not common. Close supervision of the students's work is not usual and ideals of life are not high. But little opportunity is given for participation in the responsibility of student organization. Living expenses are always higher. A college of the size of Lawrence is the happy medium. It is the largest college in the state but not too large for personal attention being given students. It has neither the disadvantages of the small college, nor the great university, but represents the advantage of both. The moderate sized college is best.



PROPOSED MYRA GOODWIN PLANTZ DORMITORY

PRE-PROFESSIONAL COURSES

COURSES of Study at Lawrence are arranged in general culture and in pre-professional groups. The former are intended to give a thorough general training, while the latter are so arranged as to give a broad foundation for the study of such professions as law, medicine, journalism, engineering, etc. It is now generally conceded that it is very unwise for a young man to pass at once from the high school to the professional or technical school. Mr. Horwell truly says: "Specialization which is not based upon a liberal culture attempts to put an edge on pot iron."

Students who take the pre-professional courses at Lawrence receive a general training which will make them broader and more efficient men and at the same time receive a special preparation for study of a particular calling. They can also usually shorten their professional course by at least one year. Thus those who take our pre-engineering course can complete the engineering work in a technical school in two years, or two years and a summer term. Likewise those who take the pre-theological course, can get a degree in theology in two years in the best theological seminaries. The same holds true of various other professions.



PEABODY DORMITORY



SMITH DORMITORY

A FEW TESTIMONIALS

EDUCATORS believe in Lawrence. The strongest testimonials have been given concerning the high character of its work of which the following are samples:

"Lawrence College of Appleton deserves high rank among the leading educational institutions of this country; thorough in scholarship, adhering to the noblest educational ideals, affording a Christian atmosphere of the finest type, it is entitled to the patronage and support of all good people. I commend it without reservation."—Bishop William F. Anderson, LL. D.

"I know Lawrence College and its work and its President and Faculty. I do not hesitate to say that this college represents as high grade college cultural methods as any in the church."—Bishop William A. Quayle, LL. D.

"I have long been familiar with the work of Lawrence College, Appleton, Wisconsin. More recently I have had opportunity for personal visitation of the institution. It has a fine plant, an excellent faculty, a good equipment and a praiseworthy educational spirit. Its moral and religious ideals and standards are good, and I regard it as one of the strong colleges of the Middle West."—Rev. Thos. Nicholson, LL. D., Secretary of the Board of Education of the Methodist Church.

"Lawrence College has sent many of its graduates to our professional schools, and as cultured men, they are not, on the average, excelled by the graduates of any of our best colleges."—Ex-Pres. W. F. Warren, LL. D., Boston University.

"The institution has always done splendid work; it is ideally located and is well equipped in many lines."—Robert J. Gamble, U. S. Senator.

"They have the second school in the state. It may not be generally known, although it is a fact, that Lawrence is a larger school than the state university was twenty years ago."—*Milwaukee Free Press*.



PEABODY RECITAL HALL



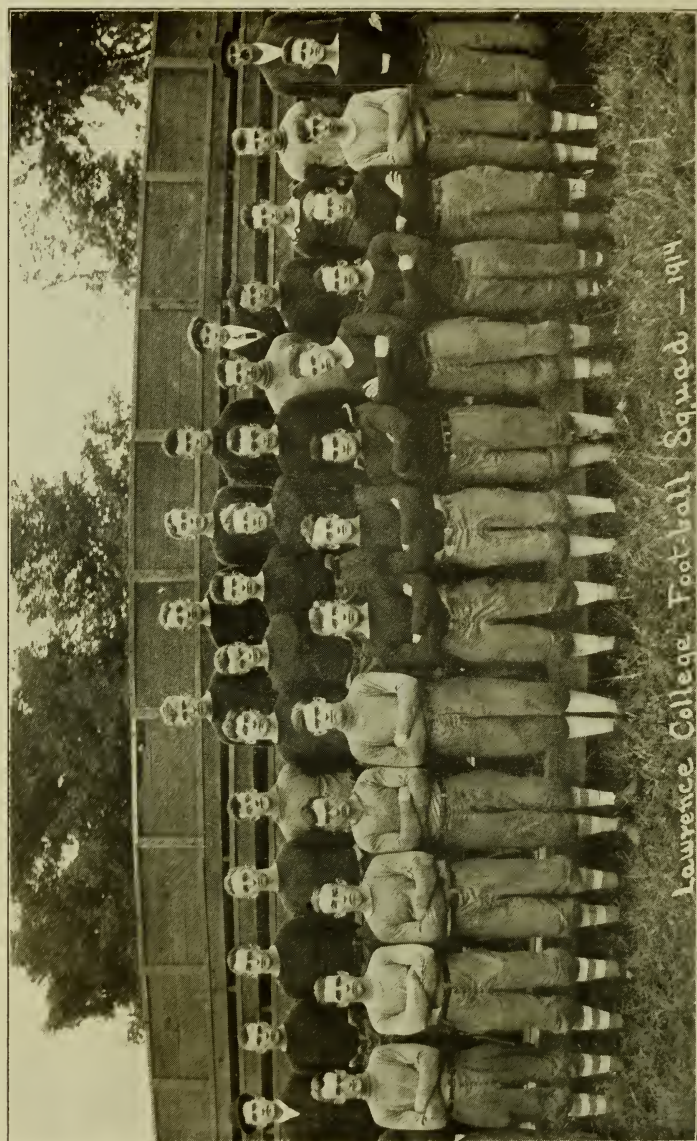
PRACTICE BUILDING



LADIES' GLEE CLUB



MEN'S GLEE CLUB



STATE CHAMPIONS, 1914

LAWRENCE ATHLETICS

LAWRENCE Athletics have always been a healthful feature of the college life, and provide no small part of the entertainment furnished students. There is a general athletic association under which all branches of athletics are organized. Besides the regular gymnasium classes under efficient teachers for both men and women, there are the teams for participation in the various sports. The gymnasium, which is an excellent and well equipped building, is open at all times for the use of students.

In football Lawrence won the state championship in 1914 and has held the championship more years than any other college in Wisconsin. Games are played regularly with one or more of the large universities, the following having in recent years been included in the list: Chicago, Wisconsin, and Minnesota.

Basketball is much played at Lawrence. The college has played the best teams in the middle west and won the state championship last year.

The track team is also always a strong aggregation.



ELMER ABRAHAMSON



LAWRENCE BASKETBALL TEAM, CHAMPIONS OF WISCONSIN, 1913-14



INTERIOR VIEWS—GYMNASIUM



Y. M. C. A. ROOM—BROKAW HALL



LOBBY—BROKAW HALL



A SORORITY GROUP



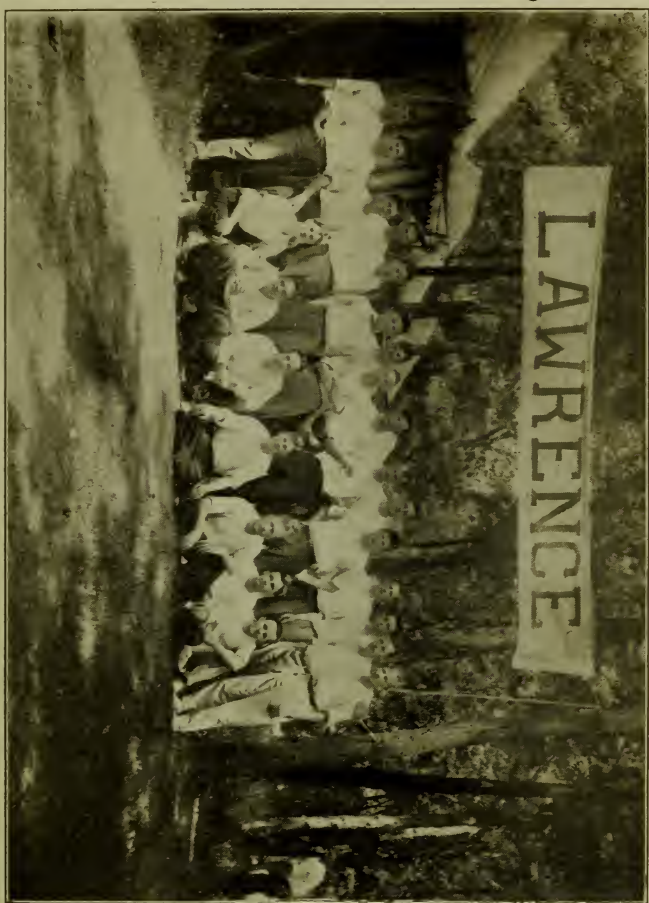
POLITICS CLUB



SORORITY ROOM



GIRLS' REST ROOM



Y. M. C. A. CAMP—LAKE GENEVA, WIS.



TUG OF WAR

PICNIC LUNCH
ALL COLLEGE DAY



WINDING THE MAY POLE



CAMPUS VIEW
MAY DAY VIEWS



TAU KAPPA ALPHA



Y. M. C. A. CABINET



Y. W. C. A. CABINET



ATHENA HALL



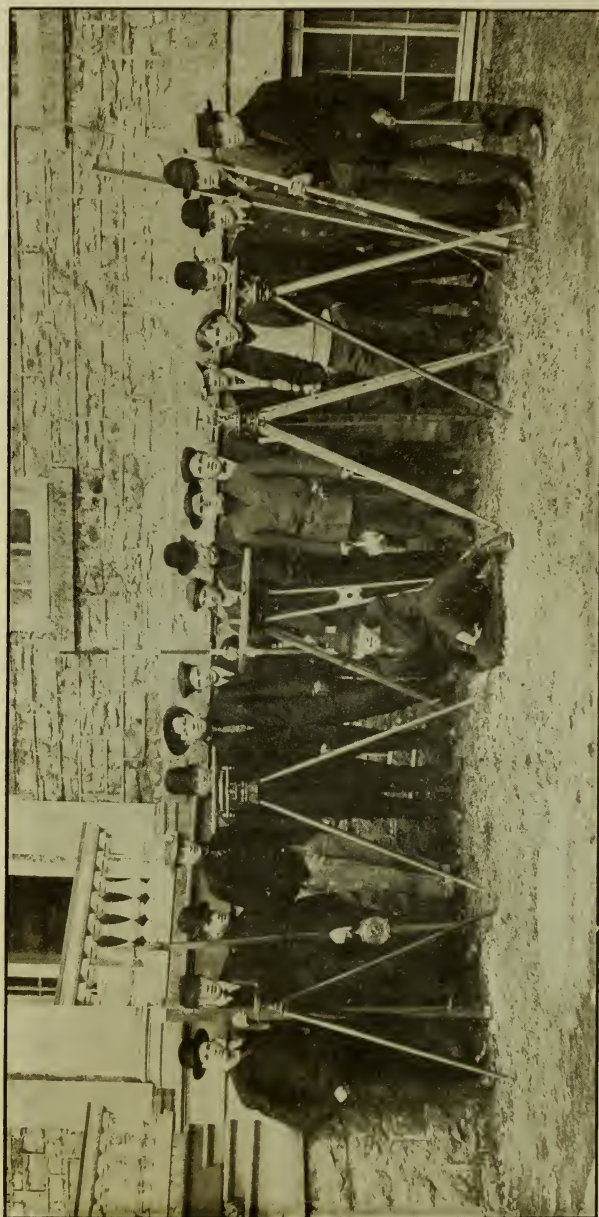
INTERIOR OF CARNEGIE LIBRARY



LAWBEAN HALL



JONES MEMORIAL LIBRARY



SURVEYING CLASS

